

Meadowside Pre-School

Inspection report for early years provision

Unique reference number EY389978
Inspection date 23/07/2009
Inspector Nigel Lindsay Smith

Setting address West Leigh County Infant School, Westfield Drive,
Backwell, BRISTOL, BS48 3NG

Telephone number 01275464778

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Meadowside pre-school was first established in the 1960's and is now managed by a not-for-profit Community Interest Company. It was re-registered in 2009 and operates from a self-contained building at West Leigh Infant school, Backwell, North Somerset. Children have access to a secure enclosed outdoor play area. The pre-school, which includes a breakfast club and a lunch club, is open each weekday during term time from 07.45 until 18.00. It opens for a Summer Club between 08:00 and 18:00 two days per week during the Summer Holidays.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children in the early years age group and on the compulsory part of Childcare Register may attend the setting at any one time, of whom no more than 23 may be in the early years age group. There are currently 34 children aged from birth to under five years on roll. The setting supports children with learning difficulties and/or disabilities.

There are seven members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are happy and make excellent progress, because they play in a highly stimulating learning environment. The individual needs of children are very well met through an effective partnership with parents. The staff team are highly committed to the continuous improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider the use of pictures to complement the labelling of the equipment, to facilitate identification by all the children

The leadership and management of the early years provision

The quality of the leadership and management is outstanding. Comprehensive policies, procedures and other documentation contributes to the successful management of the setting. Thorough recruitment procedures ensure that staff are checked appropriately, and arrangements are in place for induction and appraisals. All staff hold a professional qualification and they are encouraged to maintain their development by attending other training events. The setting highly prioritises the assessment and development of its provision, for example through working

together to find the most effective tools for evaluating the children's progress.

An effective key worker system contributes to ensuring that all children are included fully in the setting. There is a strong partnership with parents, who comment very positively on the provision, for example in relation to the patient and dedicated staff and the children's good preparation for the school. The setting makes very strong links with the school, which helps the children in their transition, and communicates with other providers involved in delivering the Early Years Foundation Stage to the children.

A comprehensive policy, and staff's clear understanding of their role, ensure that children are safeguarded in the event of any child protection concerns. Children learn to keep themselves safe, for example when crossing the road on trips to the local post office, and from a police officer who visits to talk about road safety.

The quality and standards of the early years provision

Children are highly enthusiastic learners in this setting, which provides an exciting learning environment with a stimulating range of activities. Excellent planning ensures that all children are fully included and continually achieve the next steps in their development. A wide variety of free-flow activities encourage all children to exercise choice and to experiment. The comprehensive range of equipment is appropriately accessible in labelled containers, although the labels do not contain pictorial images to assist children who may not yet be able to read the text. Children enthusiastically explore the range of options available to them in the outside area as they learn through play. Some children use a variety of materials to cut, glue and wrap objects, as others decide to make cards for their parents. Children design a lifeboat station, making a desk and sign, and then using their imagination as they sit together in a play boat and row with the oars. They decide together that they are rowing the boat to a local park. Other children while riding scooters and trikes develop a 'car wash' role-play. They collect buckets of water and brushes to wash their 'vehicles', drying them with paper towels. They then buy and sell their 'cars', using money and a play till and writing 'cheques'. They learn to share the space, staying inside cones while other children alongside them learn to catch and throw. They demonstrate confidence as they all join together on the grass and take turns in choosing an action such as jumping or hopping for the rest of the group to copy.

Children respond well because they are treated with respect and all the staff skilfully develop their confidence and sense of self-worth. The adults are friendly and supportive and join in their games, asking questions or making suggestions to help them develop their knowledge. The children make excellent progress because of the staff's very good knowledge of the Early Years Foundation Stage.

The adults make observations for each child which they link to each of the areas of learning. These are skilfully used to identify each child's next steps in development. The detailed planning reflects the comprehensive knowledge by the adults of each child in their care. Planned activities use this knowledge in developing opportunities to work with children individually or in groups. Progress reports are

made available to the parents as part of their joint involvement in their children's learning.

Children play safely as the setting robustly assesses any risks to them. The premises are secure and there are effective procedures to ensure that children are safely collected. Thorough risk assessments of the premises and any outings are backed up by daily checks. Measures such as the provision of high visibility jackets promote their safety when outside the provision. Children's health is well promoted by a strong emphasis on good hygiene, for example by encouraging children to wash their hands and use tissues to blow their noses. There are always staff with current first aid training to deal with any accidents and these are fully recorded and reported to parents. Children enjoy healthy snacks of fruit which they cut up themselves, and they can always access drinks so that they do not become dehydrated.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met